



**DoD - Army EDIS
Journey to
Integrating Outcomes
Measurement**



DoD - Army

- Small but global program
 - 9 domestic installations (includes Puerto Rico)
 - 12 communities in Europe, and one in Korea
 - ~450 IFSPs at any one time
- All providers under one roof
- PSP Approach with SC role
- IFSP - Comprehensive process document (IFSP-PD)

Rough Water



- One **more** separate thing to do
- Additional paperwork
- Retrospective look at 3 outcomes & AE-IF-F
- Seen as a direct map of 5 domains to 3 areas
 - *if it's motor it **must** be outcome 3*
- Not easily shared with family
- Sometimes forgotten



Clearer Sailing



- Still more to do but...
 - now blended & not a separate step
- No need for redundant documentation
- Applying the 3 outcomes throughout
- Seeing AE-IF-F all the way through
- Easily shared with parents
- Not Forgotten



The Process



- *Referral*
- *Intake*
- *Evaluation*
- *RBI/IFSP Development*
- *IFSP Developed*
- *Ongoing Intervention*
- *Annual*
- *Transition*



Intake

Before:

- Review age-expected development (AE-IF-F)

During:

- Focus on functionality
 - Family concerns & beyond not...
 - Natural Observation

After:

- What's known, what's not in light of AE-IF-F



Evaluation for Eligibility

Before:

- Review age-expected development (AE-IF-F)

During:

- Share child & family outcomes information
- Focus on functionality
 - Information for eligibility (*5 domains*)

After:

- Evaluation summary
- Begin documenting skills by 3 areas for PLOD



RBI & IFSP

Development

Before:

- Review age-expected development (AE-IF-F)
- What's known & what's not in light of 3 outcomes

During:

- RBI (McWilliam)
 - Engagement, Independence, Social Relationships
 - Parents identify priorities (IFSP outcomes)
 - Child outcomes in context and functional

After:

- Use information to this point for PLOD by 3 outcomes
- Information to support AE-IF-F
- Culminating statements & COSF



Annual IFSP & Exit

Annual IFSP

- Process repeats
- COSF rating again

Transition/Exit

- Exit rating
- Ratings shared with receiving program



Helpful Tools

- IFSP-PD
- RBI
- AE-IF-F
- Organizing Framework
- Culminating Statements
- MEISR-COSF Tool



EDIS Child Outcome Prompts for Documenting Present Levels of Development

1. POSITIVE SOCIAL RELATIONS

- Relating with adults •Relating with other children •Following rules related to groups or interacting with others

Describe how the child...	Consider how the child...across different settings?
• Demonstrates attachment • Initiates & maintains social interactions • Behaves in a way that allows them to participate in a variety of settings & situations • Demonstrates trust in others • Regulates emotions • Understands & follows social rules • Complies with familiar adult requests • Shares toys & materials with others • Initiates, responds to, & sustains interactions with others • Listens, watches, & follows activities during groups	• interacts with & relates to others in day-to-day happenings • displays, reads & reacts to emotions • initiates, maintains, & close interactions • expresses delight or displays affection • transitions in routines or activities (familiar & new) • engages in a joint activities/interactions • shows awareness of contextual rules expectations • responds to arrivals & departures of other

2. ACQUIRES & USES KNOWLEDGE & SKILLS

- Thinking reasoning problem solving •Understanding symbols •Understanding the physical & social world

Describe how the child...	Consider how the child...across different settings?
• Displays curiosity & eagerness for learning • Explores their environment • Explores & plays with people & objects (toys, books, etc.) • Engages in appropriate play with toys & objects • Uses vocabulary either through spoken means, sign language, or through augmentative communication devices to communicate in an increasingly complex form • Learns new skills & uses these skills in play (e.g., completing a puzzle or building a fort) • Acquires & uses the precursor skills that will allow them to begin to learn reading & mathematics in KN (e.g., pre- writing and counting, sorting, comparing...) • Shows imagination & creativity in play	• imitates others & learn to tries new things • persists or modifies strategies to achieve a desired end • solves problems & attempt solutions others suggest • use the words/skills he has in everyday settings • understands & responds to directions/requests • displays awareness of the distinction between things • interacts with books, pictures, print • demonstrates understanding of familiar scripts in play

3. TAKES APPROPRIATE ACTION TO MEET NEEDS

- Taking care of basic needs •Contributing to own health & safety •Getting from place to place & using tools

Describe how the child...	Consider how the child...across different settings?
• Move from place to place to participate in activities, play, & routines • Seek help when necessary to move from place to place • Manipulate materials to participate in learning opportunities & be as independent as possible • Uses objects (e.g., forks, switches, other devices, etc.) as tools appropriately • Uses gestures, sounds, words, signs or other means to communicate wants & needs • Meets self-care needs (feeding, dressing, toileting, etc.) • Seeks help when necessary to assist with basic care or other needs • Follows rules related to health & safety	• gets from place to place • assists with or engage in dressing, eating, toileting, hygiene tasks • conveys needs & desires & preferences • responds to challenges • responds to delays in getting what he wants • gets what he wants (e.g., toys, food, attention...) • shows awareness of or respond to situations that may be dangerous • amuses himself or seeks out something fun

We continue to review &
reflect,
but we're on our way.

